

## WITHINFIELDS PRIMARY SCHOOL

### MUSIC CURRICULUM – KS2

Throughout Music teaching in KS2, teachers will provide opportunities for children to develop all aspects of music knowledge, skills and understanding. The curriculum is designed as a spiral so that as the children move through school, they build on their knowledge, skills and understanding. All units include a range of activities including listening and appraising, singing, playing instruments, improvising, composing, performing and sharing.

	Year 3 and 4	Year 5 and 6
Styles of music	<u>Year 3</u> RnB, Musicals, Motown, Soul, Reggae, Study of Bob Marley <u>Year 4</u> Study of Gospel and Soul artists, Soul, Gospel, Romantic (Western Classical), Grime, Hip Hop, Classical, Pop, Tango, Bossa Nova	<u>Year 5</u> Jazz, Motown, Rock <u>Year 6</u> Study of Carole King, Jazz, Hip Hop
Listening and Appraising	Identify basic musical styles through learning about their style indicators and the instruments played Find the pulse, the steady beat to the music they are listening to, and understand what that means Use accurate musical language to describe and talk about music and listen to other ideas about music, respect those ideas and feelings Realise/ understand and show how pulse, rhythm and pitch fit together and develop understanding of dynamics and tempo Begin to explore the link between sound and symbol	Continue to identify musical styles through learning about their style indicators and the instruments played Find the pulse confidently and innately, of the music they are listening to and understand what that means Use accurate musical language confidently and with understanding to describe and talk about music Listen to other ideas about music, respect those ideas and feelings Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together also describe tempo, dynamics, timbre, texture and structure
Singing & playing instruments	Sing in tune within a limited pitch range and continue to understand how to work together as part of a group whilst developing the confidence to sing alone Understand the importance of warming up the voice and to establish a good singing position Know that lyrics mean something and project the meaning of the song Sing with a good sense of the pulse internally and sing together and in time with the group including in two parts Follow a leader/conductor Begin to explore the link between sound and symbol Be able to play the glockenspiel using appropriate technique to allow the chime to ring and following appropriate notation Know how to treat instruments with respect and care	Understand how to work together as part of a group and in an ensemble or, as a soloist either singing or playing an instrument. Demonstrate confidence and fluency Continue to understand the importance of warming up your voice and to establish a good singing position Sing with a good sense of the pulse internally and sing together and in time with the group Understand the importance of clear diction and tuning Follow a leader/conductor with confidence and ease, understand why and how the ensemble works/fits together Move between differentiated parts. Use notation if appropriate Treat instruments with respect and care and play them correctly

	Year 3 and 4	Year 5 and 6
Improvising and Composing	<p>Know how to use informal symbols to record their ideas and compositions</p> <p>Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt and improvise using very simple patterns (rhythmic or melodic) on an instrument and/or using voice</p> <p>Compose a section of music that can be added to a performance of a song using more than two notes and record it in an appropriate way</p> <p>Recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way to remember it</p>	<p>Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt</p> <p>Deepen understanding that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing</p> <p>Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation</p> <p>Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate</p> <p>Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations</p>
Performing and Sharing	<p>Work together in a group/band/ensemble and perform to each other and an audience</p> <p>Discuss/respect/improve work together including reference to pulse, rhythm, pitch, tempo and dynamics</p> <p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance</p> <p>Practise, rehearse and present performances with awareness of an audience</p>	<p>Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance</p> <p>Practise, rehearse and present performances with awareness of an audience</p> <p>Discuss/respect/improve work together including reference to pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure</p>